

## Waccamaw High

2412 Kings River Road  
Pawleys Island, South Carolina 29585

**Grades** 9-12 High School

**Enrollment** 626 Students

**Principal** R. Keith Brown 843-237-9899

**Superintendent** Dr. H. Randall Dozier 843-436-7000

**Board Chair** Mr. Joe M. Crosby 843-436-7000

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	2	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 11 out of 11 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Excellent	No
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Good	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	90.2	90.3	N/A	85.7	81.1	N/A
<b>Passed 1 subtest</b>	5.9	5.2	N/A	8.1	10.1	N/A
<b>Passed no subtests</b>	3.9	4.5	N/A	6.7	8.8	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2005**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	95.2%	96.6%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	30.8	23.7
<b>Seniors who met the SAT/ACT requirement</b>	30.8	24.7
<b>Seniors who met the grade point average</b>	60.2	53.2

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	138	299
<b>Number of Diplomas</b>	123	369
<b>Rate</b>	89.1%	81.2%

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	126	95.2	133	30.8	138	89.1	YES
<b>Gender</b>							
Male	60	96.7	62	27.4	70	85.7	N/A
Female	66	93.9	71	33.8	68	92.6	N/A
<b>Racial/Ethnic Group</b>							
White	94	98.9	102	38.2	104	95.2	N/A
African American	32	84.4	30	6.7	33	72.7	N/A
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	1	I/S	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	121	95.9	N/A	N/A	135	90.4	N/A
Disabilities other than speech	5	I/S	3	I/S	3	I/S	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	121	95.0	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	1	I/S	1	I/S	N/A
Non-Limited English Proficient	121	95.0	N/A	N/A	136	90.4	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	22	77.3	19	10.5	25	68.0	N/A
Full-pay meals	99	99.0	N/A	N/A	113	93.8	N/A

n = number of students on which percentage is calculated

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 33.3%</b>									
All Students	154	100.0	5.4	26.8	26.8	40.9	81.2	YES	YES
<b>Gender</b>									
Male	77	100.0	6.7	30.7	34.7	28.0	77.3	N/A	N/A
Female	77	100.0	4.1	23.0	18.9	54.1	85.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	108	100.0	2.8	16.0	27.4	53.8	90.6	YES	YES
African American	41	100.0	12.8	56.4	23.1	7.7	53.8	I/S	YES
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	139	100.0	2.2	25.4	26.9	45.5	86.6	N/A	N/A
Disabled	15	100.0	33.3	40.0	26.7	N/A	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	154	100.0	5.4	26.8	26.8	40.9	81.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	154	100.0	5.4	26.8	26.8	40.9	81.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	38	100.0	11.1	52.8	27.8	8.3	61.1	I/S	I/S
Full-pay meals	116	100.0	3.5	18.6	26.5	51.3	87.6	N/A	N/A
<b>Mathematics – State Performance Objective = 30.0%</b>									
All Students	155	98.7	7.4	19.6	31.8	41.2	84.5	YES	YES
<b>Gender</b>									
Male	77	98.7	6.8	23.0	24.3	45.9	83.8	N/A	N/A
Female	78	98.7	8.1	16.2	39.2	36.5	85.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	109	99.1	3.8	9.4	32.1	54.7	91.5	YES	YES
African American	41	97.6	18.4	50.0	28.9	2.6	63.2	I/S	YES
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	139	99.3	2.3	18.8	34.6	44.4	91.7	N/A	N/A
Disabled	16	93.8	53.3	26.7	6.7	13.3	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	155	98.7	7.4	19.6	31.8	41.2	84.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	155	98.7	7.4	19.6	31.8	41.2	84.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	38	97.4	17.1	48.6	25.7	8.6	68.6	I/S	I/S
Full-pay meals	117	99.1	4.4	10.6	33.6	51.3	89.4	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 626)</b>				
Retention rate	6.5%	Up from 3.7%	7.0%	8.1%
Attendance rate	98.0%	Down from 99.3%	95.9%	95.6%
Eligible for gifted and talented	0.0%	No change	8.7%	5.9%
With disabilities other than speech	9.4%	Up from 7.0%	10.5%	13.3%
Older than usual for grade	7.2%	Up from 5.2%	7.3%	10.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.9%	2.3%	2.0%
Enrolled in AP/IB programs	17.1%	Down from 19.5%	18.2%	9.7%
Successful on AP/IB exams	65.8%	Up from 64.3%	70.0%	53.7%
Annual dropout rate	0.3%	Down from 0.4%	3.2%	3.0%
Career/technology students in co-curricular organizations	2.6%	Up from 1.7%	2.9%	3.1%
Enrollment in career/technology center courses	308	Up from 255	837	431
Students participating in worked-based experiences	28.0%	Down from 29.9%	23.8%	23.4%
Career/technology students mastering core competencies	82.0%	Up from 76.7%	80.8%	78.6%
Career/technology completers placed	N/A	N/A	100.0%	99.4%
<b>Teachers (n= 41)</b>				
Teachers with advanced degrees	63.4%	Up from 52.6%	59.8%	54.5%
Continuing contract teachers	90.2%	Up from 81.6%	81.0%	78.6%
Highly qualified teachers	97.1%	Up from 86.4%	90.0%	89.1%
Teachers with emergency or provisional certificates	2.5%	Down from 10.8%	9.8%	9.1%
Teachers returning from previous year	90.8%	Up from 81.0%	88.8%	86.9%
Teacher attendance rate	96.2%	Up from 95.9%	95.6%	95.4%
Average teacher salary	\$43,511	Up 4.9%	\$42,451	\$42,426
Prof. development days/teacher	7.4 days	Down from 15.1 days	10.0 days	10.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	5.0	3.0
Student-teacher ratio in core subjects	23.4 to 1	Down from 23.5 to 1	27.7 to 1	25.8 to 1
Prime instructional time	92.7%	Down from 93.9%	90.1%	89.3%
Dollars spent per pupil*	\$6,858	Down 1.2%	\$5,852	\$6,422
Percent of expenditures for teacher salaries*	52.2%	Up from 50.1%	59.1%	57.7%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	11.2%	Down from 99.0%	90.8%	91.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

For the fourth year Waccamaw High School received a Palmetto Gold Award based on the State of South Carolina School Report Card. Waccamaw High also met all of the objectives for the stringent No Child Left Behind national standards, also known as AYP. The Waccamaw community of parents, staff, and administrators believe that education and learning are lifelong processes. The entire staff has made the commitment to assist students in attaining their post-secondary goals by providing an appropriate educational program. Students are provided a challenging curriculum that includes Advanced Placement, PACE - Program for Accelerated College Enrollment, Honors, College Prep, and Tech Prep programs. Through this broad selection of course offerings students are able to pursue their career paths to four-year colleges and universities, two-year colleges, technical schools, the armed forces, or the world of work.

We continue to follow the framework for school improvement that The National Study of School Evaluation designed. WHS received a positive report and continues to be accredited by the Southern Association of Colleges and Schools. The school's commitment to continuous improvement and student academic achievement serves as the basis for monthly staff development activities. For 2004, the SAT composite scores were 1031, which places our school average above the District, State and National averages. Ninety-eight percent of the students who took the Advanced Placement English and Calculus AB scored a three or better. Forty percent of the senior class qualified for LIFE Scholarships. Their entire class's scholarships totaled over 2.8 million dollars.

WHS students participate in numerous extracurricular, co-curricular, service projects, and community organizations. Honor societies include National Honor Society, Mu Alpha Theta, and National Art Honor Society. Other clubs and organizations on campus are: Student Council, Band, Chorus, Academic Team, SAT Competition Team, FBLA, FCCLA, FHC, Teacher Cadet, Interact Club, Spanish Club, French Club, Model UN, Art Club, Drama Club, Annual Staff, Dance Team, TAD Team, and WASA Club. Thirty athletic teams, comprised of 462 athletes, compete at varsity, junior varsity, and in some instances B-team levels of most sports but were the top team in AA in the state. Our Knowledge Masters Academic Team finished first in the state in December 2004.

There is a strong link between Waccamaw High School and the Waccamaw Neck community. Both the School Improvement Council and the PTSA are actively involved in the school. Their primary focus is to assist the educators in providing a quality education for all students. The members work closely with the principal and staff to monitor the school's goals and objectives in an effort to continue academic excellence at WHS. Members of the community, along with parents, volunteer countless hours in support of the academic and athletic programs. We have embarked on a unique partnership and "collaboration" with Waccamaw Elementary and Middle Schools. We have met together, held joint choral, band and academic celebrations, and have a staff development plan in place that we will work on for presenting the best educational opportunities for our students in grades CD-12. Together the students, teachers, support staff, administrators, and community members can accomplish our goal of making WHS a school of excellence.

School Improvement Chair: Jane Jett  
Principal: R. Keith Brown

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	140	60
Percent satisfied with learning environment	92.3%	69.8%	75.9%
Percent satisfied with social and physical environment	97.4%	77.0%	76.7%
Percent satisfied with school-home relations	89.7%	76.6%	57.6%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.